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ABSTRACT

Four elementary social studies textbook series are reviewed and compared with particular attention paid to the extent to which the textbooks are globally oriented. The trend of emphasizing global education in the social studies also is discussed. As used in this paper, "global education" includes the study of world geography, world history, and similarities and differences in cultures and languages. The output of eight commercial publishing houses for social studies books and media are reviewed to determine what additional materials are available to teachers, and recommendations of the National Commission on Social Studies in the Schools are noted and discussed. The texbooks compared are as follows: Harcourt Brace Jovanovich, 1980 and 1991 series; Houghton Mifflin, 1980 and 1991 series; Scott, Foresman, 1983 series; and Silver, Burdett, 1982 and 1991 series. Changes made by the three publishers of 1991 series since their earlier editions are noted, especially in light of the National Commission's recommendations. The paper concludes with some reflections and recommendations on the question of how social studies teachers can best prepare students to live in a global society. (DB)

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Comparative Review

of

Elementary Social Studies Textbooks

U.S. DEPARTMENT OF EDUCATION
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Barbara Ann Waters

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Introduction

Global education can be defined in many ways but most often includes the teaching of world geography, world history and an understanding of various cultures. One assumption is that through an understanding of people and their cultures communication can be improved. The importance of teaching global education in the elementary classroom has been espoused since at least the 1960's. Americans often take the view that they have the right to lead the rest of the world. In reality, the world, including the U.S., is interdependent. No single nation is able to dominate in today's multi polar world. Relationships among nations are not limited to the political sphere; rather they include all aspects of national life.

The successful teaching of the global perspective can't come overnight, or be limited to a single grade level or area of the curriculum. Rather, to be most effective it must be taught throughout the curriculum. To achieve this, teachers must seriously reconsider the present social studies curriculum. This paper attempts to make a contribution towards this end by comparatively reviewing four elementary school textbook series, published in the early 1980's to the same series published in 1991, to assess changes in the quality of the content and extent of emphasis on global education.

Even though global education became an issue of importance in the late 1960's and early 1970's, many of the instructional

materials available to teachers in 1980 did not reflect this concern. In many instances global education appears to have been limited to a study of a given nation or culture. For the most part, such studies were usually considered as extra units rather than an essential part of the curriculum.

The textbook has been and continues to be the primary tool of instruction and source of information in American schools. Commercial publishing houses, on the other hand, can and indeed do, influence what is presented in the classroom. Their production of media units and miscellaneous single topic trade books are very important sources to the classroom teacher. Therefore, elementary textbooks as well as appropriate grade level trade books/media will be evaluated in terms of their ability to meet global education objectives.

After reviewing four textbook series published in early 1980 consideration will be given to trends that have prevailed between 1984 and 1990. The report of the National Commission on Social Studies will be used to highlight the professional attitude toward social studies and global education for the future curriculum. Finally, both current textbook and trade book publications will be analyzed to determine whether there have been any changes in the approach to teaching global education in the elementary school curriculum.

The four textbooks chosen were based upon the textbook adoption for the state of Indiana in 1983. The same publishers were used for the 1991 evaluations. Since Scott, Foresman did

not wish to compete in the elementary category for the 1991 Indiana adoption, this series was unavailable for review. The textbooks are: Harcourt Brace Jovanovich (1980 and 1991); Houghton Mifflin (1980 and 1991); Scott, Foresman (1983); and Silver Burdett (1982 and 1991). For ease in comparison, the review has been done by publisher with each grade highlighted.

The eight commercial publishers of current trade books and media reviewed include: The Childrens Press, Longman, Stech-Vaughn, the Globe Book Co., Social Studies School Services, National Geographic, Stanford Program on International and Cross-Cultural Education (SPICE), and The American Forum for Global Education.

Before beginning it is important to understand the term global education and global issues, as they are referred to in the context of this paper. As used here global education includes the study of: world geography, world history, and similarities and differences in cultures and languages. Global issues include: pollution, ecology, the environment, population, energy, world economy and politics, development, health, education and the basic needs of all human beings.

Textbooks

Harcourt Brace Jovanovich 1980 Series

The **first grade** text is primarily concerned with the

individual student reader and his/her place in life. The topics revolve around that which is familiar to them: how they look, where they live, the importance of rules in school and community, the basic necessities of life, family history and jobs. No reference is made to other cultures, interdependence or global issues and only one map skill exercise is included.

In the **second grade** the authors take a sudden turn to the global perspective. Children from six countries (U.S.A., Mexico, Ghana, Greece, Japan and Canada) are used as examples throughout the text to help explain each of its topics, including: economics, rules, groups and friends. The text opens with a section on globes and then map skills are introduced near the end of the book. The last chapter is devoted to a discussion of the environment including information on resources of the land, occupations and movement of goods.

Harcourt Brace Jovanovich is the most globally oriented of the **third grade** texts in the 1980 series. Each of the units in the first half of the text provides specific examples of the concept being taught using two different cultures. Even though each unit makes reference to the U.S., it is based upon life in colonial times despite the present day examples given for other cultures. For example, when discussing the concept of communities both the Maori of New Zealand and the Eskimos are described in terms of the past and present. The second unit combines a study of maps and globes with the affects on weather and climate worldwide. Comparisons are used including climate

and life in the mountains of Ecuador with that of the U.S. and then a discussion of what it was like for the Pilgrims when they came to the new world, with its unusual climate. After an excellent discussion of factors that are affected by climate the students are asked to apply this in a critical thinking exercise.

Unit three deals with groups in the community and uses present day Morocco and Ghana and then shows the change from the Puritans to present day U.S. Conveying the concept of interdependence among the people is high priority.

The fourth unit looks specifically at changes which have occurred beginning with the indians. Note is taken of the fact that maps change as a result of exploration and that settlers adapt to their environment. While other cultures are used as examples the focus is on the U.S. which becomes clear as the unit continues. The authors introduce the concept of the need to develop a common language and set of rules as the settlers arrive in America from different parts of the world.

Unit five discusses resources as well as trading in colonial times and then has a special section on pollution. Finally, the last two units deal with the problems encountered in setting up a colonial government including a monetary system and rules to guide the leaders.

The key global issue at this level is pollution.

The **fourth grade** text includes a significant number of scientific concepts and gives the impression that it is as much a science as social studies text. The authors concentrate on the

environment and its resources, including the use and conservation of the soil and water.

The title of the text is "The Earth", and while much time is spent discussing resources, all examples, with one minor exception is based upon the U.S.. Unit II introduces map and globe skills and then deals with the concept of weather, climate and landforms in the U.S. before discussing each region specifically. Additional skills are presented at the end of each unit.

Units III and IV follow with a study of resources and the need to conserve and share. The authors make it a point to consider people as a resource and includes a discussion of the present day migrant.

The last unit highlights the settling of America, both the colonies and the western part of the U.S.. In this presentation the authors mention the variety of different cultural inputs which affected the establishment of the laws and the importance of compromise important in founding a new country.

Fifth grade is devoted to the study of U.S. history and begins with a discussion of three unique groups of inhabitants: the Hopi, the Eskimo, and the Mexicans of Tepetongo. For the most part the history is straightforward, however, the Native American is given a little extra exposure. The human rights of all including women, Native Americans and the workers (through the unions) are emphasized during the discussion of the 1960's and 1970's. A unit is devoted to resources in which both careful

utilization of present sources and the development of new sources are recognized.

In the **sixth grade** text the first unit spends time presenting likeness and differences, defining culture and showing changes in family life. Once the student is able to identify with this concept the primary focus is interdependence. Interdependence is demonstrated in unit II in the discussion of cities and the people who built them and in unit III with societies and interacting groups. As is evident throughout this series, Harcourt Brace Jovanovich devotes one unit to a discussion of resources.

Each chapter within each unit introduces at least two specific cultural examples. This abundance of examples helps make the concept clear, however, because the examples jump from one country to the next and are not necessarily in comparable time periods they are apt to confuse the reader.

Cultures are compared and contrasted in terms of their political system and then a section is devoted to the evolution of physical, cultural, political, and man made boundaries. The various ways in which different countries handled their struggle for independence are highlighted using Ghana and the countries of South America as case studies.

Finally, organizations that are concerned with solving world problems are described (P.O., NATO, UN). A significant effort is made to present a variety of unique cultures to help present the concepts throughout this text.

Houghton Mifflin 1980 Series

The **first grade** text suggests that one can learn about the past through family and school, relationships between people and the geographical environment, and the importance of work and dependency. Despite the potential for reference to other cultures none are made, rather the focus is on the student and his/her familiar environment. One section on maps and the use of space is included but global education is not reflected in this textbook.

The authors continue to focus on the student and his/her environment in the **second grade**, though this interest extends out to include the community. The concept of interdependence is evident in both the first chapter (learn from others, rules, friends) and the fifth chapter (depending on others in the community both personally and economically). The last chapter emphasizes the environment, specifically the issues of clean air and water; energy; and transportation.

The **third grade** text uses children from the U.S.A., Egypt, Japan and Italy to explain the concepts of uniqueness, feelings, basic needs, and to compare celebrations.

A whole unit is devoted to an analysis of culture, including: tools, language, institutions and beliefs. The concepts of group cooperation and interdependence are made clear using the relationship between Canada and the U.S.A. as an example. This unit also includes a chapter entitled "You are

Part of the World" in which the student is made aware of goods and services around the world as well as the need for worldwide cooperation and understanding.

One unit is devoted to the earth and combines the teaching of scientific concepts and at the end includes a discussion of the global issue of erosion. The text provides an excellent review of the various geographic concepts as well as incorporating map skills into each unit.

The design of the **fourth grade** text is distinct. It incorporates various cultures as it deals with the four themes: history, geography, citizenship and economics. In fact, while the number of world wide examples given is staggering, the amount of information is often too limited to be sufficient.

One unit is devoted to the earth and has a strong scientific orientation. Examples from around the world are used to discuss the concepts of water, land and climate. This unit is very short and disjointed.

The unit on culture teaches that there are many ways of living based upon the historical development of the people and their environment. Although one unit contrasts traditional and modern life in five countries, the information is very limited. The last two units come the closest to incorporating the global approach to the subject by discussing population and its movement (Egypt, Mexico), interdependence (common market, trade, transportation), and the environment (energy and feeding world populations).

This text covers a significant number of global education concepts but it does not provide much information from which to build an understanding.

Scott, Foresman 1983 Series

The **first grade** text presents the concept of families and friends (familiar environment) by employing a unique global approach. Individuals from three cultures are introduced and a comparison is shown in the way they celebrate a birthday. When wants and needs of others are discussed the Native American is emphasized. The authors spend time discussing interdependence not only in terms of the student but also a child from Israel and Zambia. This text provides map and globe exercises as well as presenting the concept of the environment and its importance. Scott, Foresman makes a concerted effort to introduce global concepts and issues even at this early stage in a child's learning.

The environment is an important issue in the **second grade** text, specifically that of recycling and protecting of the wildlife. Maps are also an essential part of this book with one unit specifically devoted to it.

In the area of citizenship Scott Foresman deals with racial and cultural differences, choosing leaders, making decisions and cocperation. A Mexican-American child is used to help understand the importance of the Spanish culture and language. A Japanese

story is used as an example for the discussion of needs and wants. Similarities and differences are made clear by examples of games around the world, weather in different parts of the world and life in Spain.

Global education and global issues are definitely important at this grade level.

The authors of the **third grade** text continue the emphasis on the environment (pollution, using the land wisely, and the lake community) as well as incorporating map and globe skills.

An abundance of specific world wide examples are given to convey the topics covered in this book. For example, interdependence is briefly treated using examples from Nepal, Mexico City, Japan and Nigeria. Since the Native American is usually associated with concern for the wise use of resources it is not surprising that they are included in the discussion of resources/choices and pollution. The immigrants are mentioned when dealing with the issue of choices. The last topic in the text is the community of the future. As a way of helping the students think about the future and the importance of change the authors have described Brazilia in an effort to make this concept more understandable.

After reviewing map and globe skills the **fourth grade** text spends the first four units introducing the U.S. and the last three units discussing the world. The latter introduces the world regions through a discussion and comparison of world climates and then uses the theme of water (barrier and highway)

to show the development of civilization and interdependence of people. The topic of living in a changing world highlights ways people change the land, and ways inventions change people.

Within the discussion of the U.S. are a number of references to the Native American. In fact, in the first unit not only are four tribes identified but their unique cultures (life, festivals, food and work) is explained. Later, when the Europeans are described arriving in America the discussion includes development and its effect on the indians.

The third unit is devoted to regions in the U.S. with a concentration on resources and work. One "typical" person from the region is identified and they and their job are described. Both here and later in the text environmental issues are discussed, particularly river pollution and parks.

The approach used in the **fifth grade** text is the more historical approach to U.S. history. Few references are made to the world except for the last unit which attempts to introduce Canada, Mexico, Central America, the Caribbean, and the continent of South America in terms of its past, present and even includes a review of people and resources. Obviously, with only one unit and so many countries it is overwhelming, and too short to be useful.

Unit VI does devote one chapter to the environment, and one to the rights and equality of individuals, which includes Indians, Mexican-Americans and women.

The presentation of global education is very distinct in the

sixth grade text. World issues, such as: ecology, pollution and energy are stressed. Although most texts include maps of whatever country is being used as an example, Scott, Foresman has adapted a unique approach showing the country in relationship to its given continent then in relationship to the world. Each unit has a selected number of countries to provide examples for the particular concept. For example, Japan, Egypt, France and Peru are use to introduce similarities and differences between societies. Children of India, Kenya, Italy and Israel are used to explain the concept of learning to live together.

A whole unit is devoted to resources. Variations in forms of governments and international interdependence is explained in the context of trade, crisis and peace. The fact that cultures change over the years is also stressed.

Silver Burdett 1982 Series

The **first grade** text is primarily concerned with the child and his/her environment, which is carried throughout the topics covered and the map skills introduced. However, while the topic of basic needs are dealt with, reference to the existence of other cultures is limited to two photos of clothing from other countries and three photos of homes in other countries. No written information is given to accompany these photos.

The authors of the **second grade** text introduce the globe and incorporate maps throughout the text, however, except for one

statement "people from many countries make up the U.S." and an accompanying photograph, no reference is made to other cultures.

Silver Burdett does not show concern for global education in the **third grade**. In fact, the only reference to the international world is when discussing people being brought together via television. The global issues of natural resources, conservation and interdependence are treated though each is discussed from an American perspective.

A significant change occurs in the approach of the series in the **fourth grade**. The reader comes away with the feeling that this text is woven together as one "package" rather than a few global examples tacked onto an existing curriculum. The text begins with a discussion of the earth, using maps, globes, landforms, graphs, diagrams and photos. It then surveys four regions, namely, forest, desert, plain, and mountain noting the differences among them. Then the authors examine different types of forests, giving examples from different countries. Environmental issues, particularly, conservation, resources, and population are covered in each region. The final unit deals with how these regions are interdependent and ends with encouraging a study of one's own state in relation to the world, preferably looking for commonalities.

Silver Burdett makes the best attempt of the four series to put U.S. history into a world perspective in its **fifth grade** text. However, to do so in only four units means little information is provided on any one topic. The authors have

incorporated mass transit maps and schedules into their unique approach to the study of reading maps. Although the topics are typical of U.S. history there are a couple of variations in the way it is presented, particularly in dealing with the First Americans (Native American of the U.S. and South America). The Sioux, Iroquois and Pueblo Indians and their culture are introduced as are the Maya, Aztec and Inca tribes of Central and South America. When the topic of westward expansion is explained the Native American is again introduced, this time dealing with the issue of environment. Finally, the immigrant of the early 20th century is given an important place in history.

The unit on the 20th century tries to explain U.S. expansion beyond its shores through foreign policy, the Spanish American War, the Panama Canal, World Wars, Cold Wars, NATO and the Peace Corps. Mention is also made of the struggle for human rights.

One unit is devoted to U.S. regional geography underscoring the land, climate, population and natural resources. Within the unit one chapter is devoted to each region. Unfortunately, at least from a global education point of view, Canada and Latin America are lumped together in one unit giving little opportunity to grasp the content.

The authors of the **sixth grade** text attempt to cover "the whole world" in one text. Each country is given so little attention that it is essentially useless information. As each country is discussed different periods of time are highlighted. This historical jumping around makes it difficult to follow.

Although there is an attempt to deal with global issues, particularly resources, the content is too scattered and incomplete to be of much value. The first unit deals with maps, continents, climates and globes but these themes are not carried through the text.

Before analyzing the 1991 elementary texts it is essential to identify what has happened in the world and what issues are considered primary. To accomplish this the annual book **State of the World** will be reviewed for four years during this interval.

State of the World - 1984-1990

Because social studies is a dynamic field it is important to be aware of the trends prevalent during the ten years between the texts being reviewed. Textbook publishers too must consider these trends as they design instructional material for classroom use. The following highlights on the world are based on the book State of the World: A Worldwatch Institute Report on Progress Toward a Sustainable Society. The State of the World was first published in 1984. The 1984, 1987, 1988 and 1990 editions are reviewed here for purposes of developing a picture of the world.

In 1984 the world emphasis was on: conserving of oil, soil and forests; recycling; nuclear power and the development of renewable energy; the future of the automobile; and determination of food supplies. The world in 1987 was concerned with: population (rural vs urban); agricultural productivity; energy,

the power crisis and its reassessment; solid waste problems; and recycling. In 1988 the world focused on: energy; interdependence as a way of avoiding extinction of species; toxic chemicals; assessing SDI; and methods of controlling population growth. Finally, in 1990 the world is described as less concerned with specific issues and more with a futuristic point of view. The emphasis is equally divided between: air pollution; agricultural changes to meet food needs of the '90's; illusions of progress, decrease in productivity, political awakening, and effects of global warming; and problems associated with converting to a peaceful economy.

Given these issues of concern it will be important to analyze carefully how the elementary texts do or don't incorporate these into the curriculum.

Recommendations of the National Commission on Social Studies

In order to prepare children for the future teachers must consider the recommendations of professionals in the field. The National Commission on Social Studies in the Schools has summarized its perceptions of the social studies program for the 21st century. If teachers accept the rationale of these professionals then textbooks and trade books/media publishers must incorporate these points into the instructional materials.

The commission begins by defining social studies as a subject which "combines fields and uses them in a direct way to

develop a systematic and interrelated study of people in societies, past and present." (p. IX) Then they describe in more detail the issues of importance for K-3 and grades 4-6. Generally, the K-3 program is encouraged to incorporate an international perspective and provide multicultural experiences in an authentic and culturally sensitive manner. They believe strongly that the foundation must be laid at this age and by capitalizing upon the eagerness of children to learn, actually excite student interest in the international realm. The commission makes it clear that, even in the first grade, stories about and descriptions of different people should be used to expand the students' horizon.

The Commission considers geography skills to be essential at this lower level. They stress the importance of relating each new experience, whether a story in reading class or a topic in science, to a specific location in the world and time in history. Even though social studies education begins with extensive references to one's own community, by the end of third grade the student should have an understanding of world geography. It is advised that teachers use all the senses to help make learning fun and ensure that global concepts are understood.

The commission describes the 4th-6th grade program as needing to revolve around three topics: U.S. history, world history and geography. These topics should evolve from the fields of political science, economics and anthropology. The U.S. history course should stress the culture and role of the

Native American over time. World history should be taught using a selective approach and concentrate on the concept of change (how cultures change and how people change the environment). Finally, with respect to geography, the commission believes that the students should be acquainted with global patterns of the atmosphere and ocean as well as the varied physical landforms. Geography should be taught from a world view, then from a regional perspective, and include specific examples of how people use the land for different agricultural purposes and economic activities.

After an analysis of the 1991 texts and the 1990 trade books/media, a comparison will be made based on the recommendation of the Commission and the trends highlighted in the **State of the World**.

Trade Books/Media - 1990

Eight commercial publishing houses for books and media were reviewed to determine what additional materials are available to the K-6 classroom teacher. The Childrens Press, Longman, Steck-Vaughn, The Globe Book Co., Social Studies School Services, National Geographic, Stanford Program on International and Cross-Cultural Education (SPICE), and The American Forum for Global Education were perceived as most important to supplement the elementary social studies program. All the catalogs were 1990 editions but specific entries were not limited to the newest

publications. It became clear that little is being written at the elementary level in the area of global studies. It appears that the authors or producers feel global education either easier to convey or more adaptable to a higher grade level. Overall, there was a limited amount of information on global issues.

The Childrens Press (grades 2-8) produced one book on artists that were from around the world, a series on ethnic and traditional holidays and how they are celebrated in the U.S., two sets of books on ancient history, one set on explorers and one on maps and globes.

Longman produces material for grades 4-12, however, there were only five items that might be appropriate for 5th or 6th graders. Since each item was not individually identified as to grade it was difficult to determine, however, two on "Modern Japan" (up to 1975), two on the history of China and one on the "Making of the Soviet Union" (up to the late 1980's) appear to be useable. Longman also produced three programs on map skills and one simulation which had an historical orientation.

Steck-Vaughn had only two items specifically aimed at the elementary level. They have produced two programs in the area of geography, one specifically on maps/globes and graphs for grades 1-6 and one on Atlas Activities for grades 3-6.

The Globe Book Co. specializes in material for grades 4-12. Although there were seven items that dealt with the global dimension, the exact grade level is unknown. Three dealt with world geography on a regional basis, one on geography skills and

concepts and one on social studies skills which included maps, graphs and research. Two books were published one on world history for a global age and the other on eight regional studies in the area of history, culture, and geography.

Social Studies School Services distributes materials for K-6 and shows great potential for dealing with the issue of global studies. Map and globe materials were extensive, including: computer programs, activity books, puzzles, games and books. They have a series on "Our World", which includes folktales and songs from around the world. Activity books and videos on conflict resolution are based on five countries. They have also developed material on multicultural topics, world religions and the environment.

National Geographic, known for its excellent photographic portrayals has produced numerous filmstrips and videos and a few books and reference materials.

Six of the filmstrips for K-6 are in geography, two deal with Canada and the USSR; two are historical (Middle Ages and Renaissance); and two deal with the world. Three filmstrips focus on energy and pollution as issues of global concern.

National Geographic has produced two computer programs, one dealing with telecommunications and the other with acid rain. Both are designed for grades 4-6. The miscellaneous reference materials (games and handbook) for this grade level are in the area of geography.

Finally, of the videos produced only three were grade level

specific, the rest were of "general interest". The three included a series on families of the world (4-6), mapping (4-6), and water as a resource (6-12). The general interest programs were simply about different countries.

Stanford Program on International and Cross-Cultural Education (SPICE) has ten programs which included booklets, slides and, in some cases, tapes, that are appropriate for elementary students. Six additional programs designated grade 6-12 appear to be useable for 6th graders.

The ten elementary programs deal with language, folktales, traditional celebrations and mapping. SPICE also produces some resource materials which discuss ways to teach about China and Latin America and four theme guides for K-3 and 4-6 dealing with cultural diversity, world culture, world literature and language.

The American Forum for Global Education is a source of print material dealing with global topics. In terms of elementary material they have produced two resource books (The New Global Yellow Pages and The New Global Resource Book), and two grade specific books (Myself and Others K-5, and Short Stories from Around the World: A guide for Language Arts and Social Studies Teachers 5-9).

Despite the increased concern with the environment described in the **State of the World** and the fast changing world political scene it appears that the publishing industry is not producing appropriate materials for K-6. Recognizing that children develop their attitudes early in life it is important that educators

incorporate global education into the curriculum at the elementary level and then build upon these concepts throughout the curriculum.

Textbooks

Harcourt Brace Jovanovich 1991 Series

Reviewing as a series grades 1-6 the most significant observation is the large number of one page biographies included at each grade level (11 in grade 3 and 18-20 each in grades 4-6) and then 3-4 short literary items (in the upper level texts). While the biographies included women and minorities only about 4 in grades 1-5 were from outside the U.S. The 6th grade volume, on the other hand, highlighted almost entirely non-U.S. individuals.

When it comes to teaching the concepts of maps and globes Harcourt Brace Jovanovich incorporates it throughout all grade levels. Time lines and charts and graphs appear fundamental in the fourth and again in the 5th grade texts.

In relation to the teaching of geography this was a key element in grades 4-6. In fact, in the 6th grade as each section of the world was introduced it began with a section on the geography of the region, then followed with a discussion of the past and present situation. Discussing past and present of each country at the same time helps the reader see changes in each

region over time.

While the Native American was mentioned at least once each in grades 1-5 the only significant treatment was in grade 5 where a whole unit was devoted to historical migration, major groups by region, and indians today.

Dealing with cultures and the interdependency between peoples was most noticeable in grades 2 and 3 and the concept of citizenship and world citizenship were limited to only three references in grade 3.

Global issues were not of prime concern in this series with a maximum of 3 references in grade 4.

The **first grade** text was very disjointed and the cross-cultural references were irrelevant. One objectional item was the use of a photo of an Asian family at the end of a story concerning a Mexican boy.

While there were a number of questions in the **second grade** student text (i.e. "how is my neighbor like others in the world") there was no information from which the student might answer and all the photos included in the text were of American people and scenes.

In the **third grade** text the emphasis appears to be on biographies of individuals. The use of the biographies gives the reader the feeling of a hodge-podge of important but unrelated information being presented. Units I-IV discusses topics such as, meeting needs or living in communities but limited to the reader's environment. Each topic was re-introduced in unit V

when the topic was "around the world" (i.e. meeting needs around the world). The separation of the topic makes it more difficult to see the link between oneself and others.

The text for the **fourth grade** concentrates on the United States in terms of the various regions. After introducing the regions the last unit discusses "other lands, other people" using the geography concepts (rivers, mountains, deserts, plains). The only time global issues (i.e. environment) was referred to was in unit V.

Even though **fifth grade** is devoted to U.S. history this text took a different approach. Rather than highlighting just the few more popular presidents this text features almost every president. Global issues, various cultures, etc. were not a part of the content.

The **sixth grade** text is devoted to the world and, while the geography of each region is included, the historical perspective and cultural information tend to dwell on ancient times. Very little space is devoted to current history/events and next to nothing on the time between the ancient and current period. The interdependency which existed during World War I and II was not emphasized which is not surprising since only one and two pages respectively were devoted to the topic.

In terms of countries the study of the Soviet Union was limited to one chapter within one unit, however, there is extensive coverage of Africa. The authors attempt to concentrate on a few countries but because so many were listed it appeared

that none were covered well. For example, the effort to concentrate on India, China and Japan was acceptable, however, it seemed overwhelming when the authors then devoted only one chapter to all the rest of Asia. The discussion of Japan was unique because of its treatment of the influence of China, the Europeans and Christianity. But again, little of the current culture was discussed which gives the student an incomplete picture of the 20th century culture and its relationship to the rest of the world.

Houghton Mifflin 1991 Series

As a series Houghton Mifflin has developed a unique approach to social studies in grades 1-6. The three most significant aspects of the series are: the strong literature component; the extensive use of primary sources; and the abundance of time lines, used not only to introduce each chapter but also each lesson. Before dealing with the specific content it is important to note that the authors have made an extra effort at the beginning of each text to clearly introduce the book and its features to the students. At the end of each chapter there is an excellent review section and at the beginning an unusual "thinking" focus question as well as key terms. This combination helps the students identify the important points within the chapter. At all levels there is a bent toward the teaching of scientific concepts, however, if one had to choose one term to

describe the series it would be humanistic approach.

The authors of this series have made an extra effort to present all concepts in as sophisticated and high level a way as possible. They do not insult the reader, however, especially at the lower levels they have assumed their audience has a very high reading level. This advanced reading level may frustrate the students. The photos are excellent but the type size is unusually small and there is more written information than is normally found in lower grade texts.

Not only are there an abundance of maps and charts but when a map of a country is used an insert is also included which shows the country in relation to the world. This combination of maps helps the students not only identify the country but place it in a world perspective.

A strong emphasis exists at all levels on comparisons between people and cultures.

The **first grade** text can best be described as map oriented. While there is an excellent unit on maps it is also totally integrated throughout the text. The reader has the sense that the understanding of maps is crucial to the knowledge objective for the series and, as such, builds an excellent base for the student. The reading level is unusually high, however, there is extensive use of photos. The literature component is nicely introduced in each unit and then referred back to in the remainder of the unit. The topics of cultures and interdependence are significant and is highlighted by the

description of a "box of items from Mexico." This box contains items typical of the culture and follows a letter from a child in Mexico.

The text for **second grade** is culture and people oriented. The students are introduced to the concept of uniqueness and the importance of each individual person. As a way of understanding some of the factors that affect each person the topic of ancestry is presented. In fact, the concept is made clear through the use of a simple ancestral chart. Rather then denying or ignoring one's ancestry or original culture the authors build upon this uniqueness. Their sentiments are best summarized in the statement, that a child should "feel lucky to have two cultures." This sentiment is carried throughout the text and indirectly through the series. All the concepts presented, while more "sophisticated" in content than most second grade texts, are related back to the child (reader).

The Navajo culture is described in terms not only of herding sheep and weaving but their attitude toward working and sharing. This approach is both accurate and a refreshing change for this financially poor group of Native Americans. After talking about people as a cultural group the authors devote unit IV to a discussion of six very special people who have made a difference.

Map and globe skills are taught throughout the text which compliments the coverage of citizenship, world citizenship and world interdependence.

The **third grade** text emphasizes science, natural resources,

and the environment. In fact, the concentration is significant enough that one wonders if it is a science or social studies text.

While unit I spends time on geography, unit II presents a superb treatment of the Native American and their relationship with the environment. The Native American is seen not as a warring people but rather in an historical perspective. Three tribes are introduced with an emphasis on how they deal with the issue of natural resources and the importance of the cycles of nature. Unit III introduces life in the U.S. as it was first being settled and how the changes affected the land and people. Finally, unit IV stresses the environment, including recycling and natural resources. This unit in particular uses an abundance of graphs and pie charts to convey the concept.

As with most **fourth grade** texts the concern is to teach about the regions of the U.S. and in this text the emphasis is on the past. The authors try to explain the importance of dividing the country into regions and then show that depending upon the topic (language, land, weather, latitude) a state may be in more than one type of region.

As a carry over from both second and third grade the interrelationship of people and cultures are as important as is the environment. For example, two Native American tribes are described in the unit on the midwest and three in the southwest (one tribe extensively). Also, the importance of the Chinese in American history is given special treatment especially in the

discussion of the building of the continental railroad.

Even though the concentration is on the various regions in the past, it centers around the topics of land use and industry. The final unit, however, deals with linking of the U.S. to the world. The linkages are from many perspectives, including: roads, communication, economy and world trade.

Fifth grade is traditionally defined as the year to study, U.S. history. The authors have taken a different angle to this topic, always showing concern for people, their individuality, interdependence and unique contributions. As with the third grade this text spends a significant amount of time on the Native American. In fact what makes this approach to U.S. history so unusual is its use of the Native American as a focal point.

Unit I takes a look at the diversity of people living within the U.S. from the perspective of: immigrants, cultures, challenges, and interdependence. Unit II is devoted to the Native American beginning with the migration patterns of these people and moving on to a discussion of four specific indian cultures. The Native American is depicted as a people concerned with respect for the land (environment), having strong values, and desiring cooperation. When the Europeans arrive in America the focus is on the impact that they have on the indians as well as the reverse.

Unit III introduces "life in the colonies" and constantly gives details relating to England and its people. Thus the interrelationship between these two cultures is emphasized. The

authors attempt to relate actions of one period to that of another (e.g. slavery in the U.S. to that of ancient times) and to show concern for others (e.g. by contrasting the Puritan view of life to that of the indians).

Unit IV again concentrates on the importance of individuals and their unique contributions by bringing to light the role of the indians in the Seven Year War, as well as the new role for women which emerged. Unit V returns to an emphasis on the Native American, particularly in terms of the unfair treatment they received. It is especially noteworthy that as this unit deals with the issue of broken treaties it also differentiates between tribes. A unique story concerning the creation of the denim pants illustrates not only the ingenuity and individuality of one man to survive in the wild west but also the authors attempt to show the value of uniqueness and interdependence.

Unit VII reintroduces the importance of the immigrants and spends time talking about the struggle for freedom of the indians, blacks and the blind. While the text only covers the U.S. until 1920 it does a brilliant job of bringing across the importance of human rights and equality.

Lastly, in the minipedia (reference section) an extensive section is devoted to summarizing 33 different indian tribes.

The **sixth grade** text emphasizes ancient history and spends most of the time comparing religion, development of writing and government. Another characteristic which sets it apart from other texts at this level is the section entitled

"understanding", found throughout and dealing with such topics as: afterlife, democracy, citizenship, censorship and empire. For example, after discussing China's ban on books the article on censorship relates it to censorship today (one of the only references to present day found in this study of ancient civilizations).

While unit II does take time to deal with the ice age (scientific) and "early man", unit one in its attempt to set the stage for understanding is useless.

The emphasis in sixth grade is similar to the rest of the series: cultures (similarities and differences) and on understanding of maps. Global issues are also introduced.

Silver Burdett 1991 Series

The features that dominated this series include: an extensive use of time lines; questions accompanying **every** map, photograph and diagram in the student text; and an abundance of charts and graphs to augment the concepts. One additional feature is that the texts for all grades (1-6) not only introduced new vocabulary for each chapter but highlighted in yellow its first occurrence.

In terms of map and globe skills these concepts are primarily taught in grade two with an in depth coverage in grade five. While charts and graphs are in abundance in all grades, the teaching of the concepts is covered extensively in grades

one, three and five.

Geography is introduced in grades 3-6, however, it is significant only in grades four and six. A discussion of global issues is limited, with only one reference per grade. While the number of literary excerpts increases, with a peak in fifth grade, it does not dominate the text.

Even though specific cultures are not singled out, as was prevalent in the past edition, the concepts of similarities and differences in cultures and the interdependence of individuals as well as cultures is carried throughout. The largest number of references occur in grade six, which is appropriate since it deals with the world.

Finally, the concepts of citizenship and world citizenship were considered important. While grades four and six emphasized world citizenship the others spent much time on the concept of U.S. citizenship.

The Native American is mentioned only in grades two and five with primary focus in the fifth.

While the title of the **first grade** text is "Living in Families" the emphasis is limited in terms of family and instead includes time on school, work, neighborhoods and communities and even introduces the concept of country. The authors have attempted to widen the reader's horizon by introducing letters from pen pals to give examples of families, neighborhoods, and natural resources. While maps are used in at least three units it is most clearly taught in the discussion of neighborhoods and

communities. Global issues discussed include: the importance of clean air and the need to save our resources.

The **second grade** text emphasizes communities. Unit two "learning about communities" is built around ways communities are alike and different then the authors move to the subject of the making of community laws and the importance of community workers.

Four Native American tribes are described (from different parts of the U.S.) in terms of communities of long ago and their use of natural resources. A unit is devoted to communities around the world highlighting three specific countries. Unit VII moves to the broader concept of country (U.S.) and mentions the need to conserve natural resources.

the text for the **third grade** introduces the reading of maps in the first unit and then makes use of a wide variety of maps in the remainder. A whole unit is devoted to natural resources, however, reference is not made to conservation or environmental concerns. Another unit centers around governments and citizenship, but only U.S. examples are provided. The last unit on communities yesterday and today covers a wide range of concerns. A discussion of two U.S. cities and four world communities are described in terms of past and present. Interestingly it is this unit which brings in global issues: conservation, protecting endangered animals, working together to save the whales, and the peace corps. Interdependence is clear in this last unit, as well.

The **fourth grade** text combines a study of regions within the

U.S. and connections between the U.S. and the world. If this text were to be identified by a single descriptor it might be natural resources or the environment. The emphasis is on the discussion of each region based on the five themes of geography. Natural resources and various environmental issues, i.e.: oil spills, irrigation problems, and erosion are inserted.

The approach taken for the unit on connections to the world is unique. The islands of the Caribbean are mentioned and its global issue of concern is water shortage and the importance of desalination. When the islands of the Pacific are introduced the authors spend time differentiating between the kinds of islands. This text provides excellent coverage of the importance of international trade and interdependence. Comparing farming in four parts of the world helps to differentiate based upon local conditions. Finally, global issues are again highlighted, including: conservation, greenhouse effect, acid rain, environmental problems and pollution.

When introducing the Native American, in the **fifth grade**, mention is made of four major groups (based on regions) in the U.S. and three tribes of Central and South America. Even though each group includes a number of distinct tribes they are compared/contrasted as a unit in terms of similarities/ differences in their use of the land, division of labor and types of dwellings. Silver Burdett does an unusually honest treatment of President Jackson and his attitude toward the indians, the Indian Removal and the Trail of Tears, all of which tend to be

ignored in elementary textbooks. A very clear map of the indian reassignment is provided. The text presents the issue of the indians vs the settlers, as well as the indians vs the troops, then explains the battles fought and the concept of the reservation. An excellent map is included of all major battles fought, though the written information accompanying focuses on only two.

The text for the fifth grade is designed around time periods in U.S. history then introduces each of the regions within that time frame. However, despite the time frame under discussion references are made to current conditions in the region, which are out of context and often confusing. The problem with this approach is that the authors while attempting to concentrate on one point in history confuse the reader by inserting unrelated information. Interdependence was clearly demonstrated in the discussion of the colonies and their trade relationships with Europe and Africa.

In the discussion of the 1750's the role of women and the African-American during the war were given unusually good coverage. The unit on the early 1800's spent time on topics such as, education reform, care of the mentally ill, antislavery, and especially women's rights. Equal rights for women, Native Americans, Hispanics, and blacks were mentioned again further along in the text.

The **sixth grade** text is also based upon periods of time in history. The authors attempt to deal with all major countries in

the world in each of the time periods introduced. In fact, Silver Burdett took an unusual approach to the Renaissance period by discussing Russia, India and China rather than just the European countries. Although many countries were introduced the authors tried to discuss each in terms of both ancient and present day life, religion, and contributions as well as its political history. One point which might be considered frustrating was the repetition of topics 2 or 3 times in the text (i.e. Buddhism, Montezuma). While this repetition could be considered a way of linking a topic to more than one country or one time period, the description provides completely different information, giving the impression that it is not related.

Within the discussion of the Middle Ages, a unique concept was introduced, women not only served as an apprentice but if their spouse died they became owners of the trade. The text centered on religions of the world including an extensive coverage of Islam and Christianity (with special note on the Reformation and the Council of Trent).

The treatment of the African continent was original. Five countries were introduced in some detail rather than an attempt to introduce all countries. The importance and effects of trading on the African people were noted.

One unit covered the period from 1820-1900 from the point of view of renewed empire building among nations. The concept of renewed interest in expanding one's territory to include: India, Africa, Canada, New Zealand, Australia, Cuba and the Philippines,

in more modern times, is normally not emphasized.

Textbook Changes from 1980-1991 Series

The publishers of all three 1991 textbook series have attempted to change both the format and content of their social studies texts. The most notable characteristics are the incorporation of a literature component at all levels, and the teaching about maps rather than just including them in the text as extraneous topics or inserting them into the text without any explanation. While there is an increase in the coverage of the Native American in the newer series the Hispanic received less mention than before.

The earlier editions introduced a number of different cultures at many of the grade levels, however, it was disjointed and made the concept being taught less clear. While fewer cultures are described in detail in the 1991 edition the concept of cultures and the interdependence existing between them is more evident.

The 1991 series lacks concern for the global issues which the **State of the World** described as primary during the last six years.

In terms of the recommendations of the National Commission on Social Studies the newer texts have made an effort to incorporate the systematic study of peoples. The multicultural experiences are presented in a more authentic and culturally

sensitive manner, especially by Houghton Mifflin.

An effort has been made to incorporate geography skills, particularly map reading, directly with the concepts being taught. However, while maps and geography terms are introduced it is not possible to judge the extent to which the child has learned or understands world geography. In terms of the Commission's objective geography in all three textbook series fall short.

In terms of the Commissions report for the upper grades, it is obvious that an attempt has been made, at least by Houghton Mifflin, to stress the culture and role of the Native American (previously not given fair treatment). The world history objectives have not been as clearly reached. While attempts are made to be selective the authors seem to have a fear of being criticized for not at least mentioning a number of other countries or historical events.

Reactions

How Can We Change?

If we, as teachers, honestly believe that to survive in the world of the future everyone must be prepared to live in a global society, then we must take positive action. Teachers must help students develop an awareness of the interdependence of cultures, understand the common needs and wants of individuals and recognize that abuse of the environment in one area of the world can affect people in another area.

* Schools of Education must be willing to adapt their curricula to train prospective teachers to teach from a global perspective.

* Obviously, elementary teachers alone can not tackle this problem. Appropriate instructional materials and community support are vital. It is, therefore, necessary to pressure the publishers of textbooks to recognize the importance of global education and to produce appropriate material for the elementary level.

* The universities must offer globally oriented courses for all students, so they may become more informed citizens of the world. If school districts of the future are to have parental and community support it is essential

that the future adult population be globally educated.

If it is true that it takes about ten years for school materials to catch up with the rest of the world will we ever be current? Added to this is the problem of an inability of some school districts to afford updating its texts every five years and instead extending the life of a text series twice its acceptable life. At this rate it seems impossible to educate our youth to survive in the world of the future. Thus teachers must be advocates of global education and find sources as well as ways to present this important content to students. As is evident from the texts reviewed, no one series is ideal for all global objectives. While the perfect solution would appear to be to pick and choose based upon the grade level, reality is that the district chooses the text to be used. However, no matter what series is adopted, any innovative teacher can supplement the text with other materials, as long as they are aware of its existence. The ultimate influence on the student's learning is on the interest, enthusiasm and understanding of the classroom teacher.

References

Harcourt Brace Jovanovich 1980 Series
- 1st grade: The Family
- 2nd grade: The Neighborhood
- * 3rd grade: The Community
- 4th grade: The Earth
- 5th grade: The United States
- 6th grade: The World

Harcourt Brace Jovanovich 1991 Series
- 1st grade: People We Know
- 2nd grade: Places We Know
- 3rd grade: Communities
- 4th grade: States & Regions
- 5th grade: The U.S.: Its History & Neighbors
- 6th grade: The World: Past and Present

Houghton Mifflin 1980 Series
- 1st grade: At Home, At School
- 2nd grade: In Our Community
- 3rd grade: Ourselves and Others
- 4th grade: Our Home, the Earth

*Houghton Mifflin 1991 Series
- 1st grade: I Know A Place
- 2nd grade: Some People I Know
- 3rd grade: From Sea to Shining Sea
- 4th grade: This is My Country
- 5th grade: America Will Be
- 6th grade: A Message of Ancient Days

Scott, Foresman 1983 Series
- * 1st grade: Families and Friends
- * 2nd grade: Neighbors Near and Far
- 3rd grade: City, Town and Country
- 4th grade: Regions of Our Country and Our World
- 5th grade: America Past and Present
- * 6th grade: Our World: Lands and Cultures

Silver Burdett & Ginn 1982 Series "The World and Its People"
- 1st grade: Families and Neighbors
- 2nd grade: Neighborhoods and Communities
- 3rd grade: Communities and Resources
- * 4th grade: States and Regions
- * 5th grade: The U.S. and its Neighbors

6th grade: Europe, Africa, Asia and Australia

Silver Burdett & Ginn 1991 Series
1st grade: Living in Families
2nd grade: Living in Communities
3rd grade: Comparing Communities
* 4th grade: Comparing Regions
5th grade: Our Country
6th grade: World Cultures

Media Catalogs
Childrens Press
Longman
Steck-Vaughn
Globe Book Co.
Social Studies School Services
National Geographic
Jackdaws Publication
Stanford Program on International and Cross-Cultural Education (SPICE)
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State of the World: A worldwatch institute report on progress toward a sustainable society (editions: 1984, 1987, 1988, 1990) W.W. Norton & Co.: New York.

National Commission on Social Studies in the Schools (1989). **Charting a course: Social studies for the 21st century.**

* represents reviewer's evaluation as to the texts which best meet the global objectives at each grade level